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ABSTRACT

Development and implementation of an interdisciplinary elementary and early childhood teacher education program at Baruch College (New York) was characterized by many internal and external tensions and pressures. One of the important factors which had to be considered was the ethnic diversity of both the college's and the city's student populations and how the teacher education curriculum could respond to and reflect this diversity, especially in its foreign language requirements. This teacher preparation program is unique not only because of its emphasis on a combination of liberal studies and professional courses but also because all aspects of the program are jointly administered by the school of education and the school of liberal arts. This paper outlines the program content and discusses some of the obstacles encountered in implementing the program. Included are a curriculum outline, a fact sheet on student appeals, course selection worksheets, and a description of the humanities capstone course (a methods course). (IAH)

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MAKING IT WORK

THE FIRST YEAR'S IMPLEMENTATION OF AN INTERDISCIPLINARY TEACHER EDUCATION PROGRAM

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and
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AACTE Annual Meeting
February 1992

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ABSTRACT

Means for implementing curriculum development and approval, student advisement and academic standing, and other issues are addressed in the first year of a joint liberal arts-education B.A. for prospective teachers.

DEVELOPING THE PROGRAM

In 1988 Baruch College of The City University of New York (CUNY) began a revision of its teacher education programs. The first stage in this revision concentrated on a new curriculum for students in the elementary and early childhood program. This paper briefly discusses the development of the new curriculum and focuses primarily on its initial implementation.

Baruch College is one of ten senior colleges within The City University of New York. The College consists of three schools and several research centers. It is best known for its School of Business and Public Administration. Baruch currently provides undergraduate and graduate education to 15,400 students, of whom about 25 percent are Black, 20 percent are Hispanic, and 26 percent are Asian. Over fifty-five percent attend on a full-time basis (while working full-time), and eighty-five percent live in New York City.

Anyone who has initiated or participated in major curricular changes knows that more is involved than simply a consideration of curriculum -- of which courses, majors and degrees will be offered. Significant curricular changes involves conflict or tension between faculty members, between faculty members and administrators, and between academic departments and committees.

When Baruch embarked upon major curricular changes in the way students would be prepared for teaching in the New York City

schools, the College provoked intense and wide-ranging discussions of the world this new curriculum would address. Was the curriculum sufficiently multi-cultural -- especially in view of the fact that approximately 70 percent of the students in the New York City schools are Black or Hispanic? Could students in a four year curriculum receive the proper grounding in the liberal arts and sciences and master the pedagogy required to be effective teachers? To what extend did elementary and early childhood teachers need to be experts in an academic discipline when they were required to teach a variety of subjects in the schools?

Complicating these questions was the fact that Baruch -- like all CUNY senior colleges -- was under a Board of Trustees' mandate to revise its teacher education programs and was responding to a set of guidelines that enforced basic changes in curriculum and governance. And whatever the nature of the changes, the new programs, in turn, would have to be reviewed by the New York State Education Department. That Department was itself in the process of revising its certification requirements. On many levels, then, Baruch had to deal with different internal and external constituencies and governing bodies. Not only did the process of curricular change call for an extraordinary amount of diplomacy, it required a proposal for elementary and early childhood education that acknowledged the fragmented nature of higher education and recommended a plan for reintegrating the

knowledge and pedagogical bases of teaching that were split between Baruch's departments and schools.

The proposal development process was guided by a Joint Committee on Teacher Education, composed of faculty and administrators from the Schools of Education and Educational Services (SEES) and Liberal Arts and Sciences, (SLAS) and chaired by a wise and diplomatic Associate Provost. It was carried out over an eighteen month period and involved wide consultation and debate. Finally, in December 1989 the faculties of both Schools approved an interdisciplinary elementary and early childhood teacher education program leading to the Bachelor of Arts. Unique to the program is its emphasis not only on a combination of liberal studies and professional courses but on joint administration of all aspects of the program by the School of Education and Educational Services and the School of Liberal Arts and Sciences. This joint administration is being carried out by a new entity, a Teacher Education Coordinating Committee (TECC). The rest of this paper focuses on the hurdles faced and overcome in the first difficult year of implementing both large-scale curriculum change and new governance structures.

IMPLEMENTING THE PROGRAM

Setting Priorities

At its first meeting in Fall 1990, the TECC examined a list of outstanding issues drawn from the document passed by the two faculties. The issues included: a) establishing advisement procedures; b) developing procedures for student assessment; c) placing of transfer students and articulating with the community colleges of CUNY; d) developing and maintaining responsiveness to an urban multi-cultural environment; e) examining the role of psychology courses in the new curriculum; f) incorporating instructional technology into the curriculum including the necessary faculty development; g) incorporating reading and writing across the curriculum; h) developing new courses including cultural geography, capstone courses in each of the four liberal studies areas and methods of teaching; i) identifying appropriate languages to meet the foreign language requirement; and j) developing a method of program assessment. Some issues were particularly pressing since the first cohort of students had begun in September.

The TECC identified five issues as having the highest priority. These included: a) developing a joint SEES/SLAS student advisement process; b) finding a process for faculty approval of curricular matters that upheld the by-laws of SEES and SLAS, was true to the "joint" spirit, and did not delay curriculum approvals; c) agreeing upon a method for matters of

academic standing (generally the responsibility of each school); d) interpreting the foreign language requirement of "six to eight credits in Spanish or other foreign language" - a politically sensitive issue; e) designing and implementing a model for program assessment; and f) developing "capstone" courses for at least two of the four liberal studies concentration. In addition, the TECC planned to begin faculty development to ensure the infusion of technology across the curriculum, and to incorporate reading and writing across the curriculum. Throughout the responsiveness to an urban, multi-cultural environment was to remain uppermost, and the TECC Chairperson planned to use part of the budget allocated by CUNY to bring in one or more consultants to spark the work of the faculty in addressing issues of cultural diversity. This was an ambitious program for the first year.

The TECC agreed that all concerns needed to be resolved by the entire group but that initial work in some cases could be carried out by individuals or sub-committees.

Student Advisement and Appeals

Faculty advisement of students was one of the first issues addressed. Because of the dual nature of the students' major, they needed reliable sources of information from both education and liberal arts faculty. The TECC Chairperson proposed a three-part advisement process. First, all students would have a primary advisor from the education faculty. Second, they would

get information regarding concentrations from any liberal arts faculty on the TECC. And, finally, they would also have a liberal arts faculty advisor in the area of concentration. The first surprise came from the response of liberal arts faculty to this plan. They wanted "in" from the beginning - to serve as primary faculty advisors as well. With this response, three members of the TECC (two from education and one from natural sciences) became the first advisors and the members of the advisement sub-committee. This sub-committee and the TECC Chairperson developed materials and procedures for advisement that would help students understand the rigorous requirements of the new degree. (Please see attached Advisement Worksheets.)

A more difficult issue than student advisement was the issue of matters of academic standing including curriculum waivers, appeals for reinstatement, and appeals to continue when failing to meet academic progress standards. Undergraduate matters of academic standing at Baruch are carried out by a committee of the particular school in which the student is registered as a major. The TECC was very conscious of establishing procedures which were consistent with student and faculty rights, which maintained the "joint" spirit of SLAS-SEES cooperation inherent in the curriculum, and which could be carried out in a timely manner. The Committee on Academic Standing of each school dealt with possible procedures in its meeting. A draft document was circulated to both committees and the TECC and an agreement to

divide the issues, in what appeared to be a logical way, emerged. (Please see attached Provisional Plan to Handle Appeals for Students in the New BA Program in Elementary and Early Childhood Education.) Unlike student advisement which is well underway, the academic standing processes have yet to be tested by actual student appeals. Because of the prescriptive nature of the curriculum, the number of students who come into education as transfer students from other majors, and the budget cuts which curtail course offerings, a large number of appeals are anticipated.

Curriculum Changes and Developments

A number of changes in courses in the curriculum came before the Curriculum Committee of SLAS, and the documents were circulated to the TECC and the Curriculum Committee of SEES. Again there were surprises, curricular changes which were thought to be routine by SLAS faculty, when circulated to education faculty, sparked controversy, particularly in the area of language to reflect greater cultural diversity. The original document called for joint meetings of the curriculum committees and faculties of both schools. However changes in course content, numbering, naming and pre-requisites occurred too often throughout the year and too often themselves required change to make regular joint meetings feasible. It was feared by the Associate Dean of SLAS, one of the staunch supporters of the program, that a process which unduly slowed course approvals

would result in fewer courses being available in the new program. Through trial and error, a process for joint approval was agreed upon. Basically, the process includes distribution of any changes related to courses in the B. A. in Education curriculum to members of both faculty curriculum committees and to the TECC with separate approvals voted by each school and the TECC serving in an advisory capacity.

One of the most difficult problems facing the TECC was the interpretation of the foreign language requirement in the curriculum which called for "Foreign language - Spanish or other languages - 6 to 8 credits." Given political sensitivities on campus and the fact that there had been no African-American or Latino representatives on the original Joint Committee, this vague statement had been left for further work. For three meetings, more than six hours, the TECC struggled with the issue of the foreign language requirement in an open and enlightened discussion of the purpose of foreign language in a program that led to both a Bachelor of Arts and professional preparation for teachers. Many underlying issues emerged in the discussion. One point of view was that all students who would be teaching in New York City public schools must have a knowledge of Spanish both to understand the culture and to communicate. Opposing it was the idea that restricting instruction to one foreign language would violate the spirit of a liberal arts education. A separate set of concerns revolved around strains put upon Chinese students who

themselves were struggling to master English and whose own first language was neither English nor Spanish (nor for that matter any other European language). In addition, TECC members discussed the possible desire for subject-matter mastery by a student who may have begun study of another language in high school. Finally, there were discussions of the changing demographics of the City and of the many languages other than English or Spanish, spoken by public schools students and their families.

At the request of the TECC, the chairperson of the modern language department spoke about the capability of the department to meet various language needs. And three members of the TECC prepared position papers to help structure the discussions. One paper supported the position that any modern foreign language be allowed; a second supported allowing only Spanish to meet the requirement; and the third took the position that while Spanish would be the recommended language, it would not be prescribed.

At first it appeared that there would be no possible compromise between those who favored the study of any modern foreign language and those who favored the study of Spanish only. However, by majority vote, agreement was reached that "Because the primary language of the majority of non-English speaking student in the New York City public schools in Spanish, Spanish is the required language unless: a) the student has a mastery of Spanish and wishes to study another modern language offered at Baruch; or b) the student is a native speaker of a modern

language offered at Baruch, and the student's preparation to teach in the New York City school system would benefit from further study of that language; or c) the student completed two or more years of high school study of a modern foreign language offered at Baruch, places at an intermediate level or higher, and wants to continue study of the language."

At the same time as the TECC meetings were proceeding, two teams of faculty members undertook the writing of the capstone courses, which would incorporate culminating experiences in the liberal studies discipline and methods of teaching that discipline. One was designed for students concentrating in the humanities and the other for the social sciences. The TECC discussion reviewing the course outlines as works-in-progress centered again on the balance of liberal arts and pedagogy, cultural inclusiveness, and the incorporation of appropriate technologies. (Please see attached draft of the Capstone Course in Humanities.)

Unsolved Problems and the Future

However all was not rosy. The College was in a fiscal crisis and most of the program budget was lost. No consultant services were available to design a full program assessment, although a limited in-house effort was initiated by a TECC sub-committee. No progress was made on faculty development in the areas of infusing technology or reading and writing across the curriculum. Although cultural inclusiveness was a theme in

many TECC discussions, no concerted action was taken. Few books were bought; no conferences were attended.

Much work remains to be done. In addition to the goals that were not accomplished in the first year, additional capstone and methods courses need to be developed and approved. Methods for team-teaching of the capstone courses and for involving liberal arts faculty in the fieldwork of students have to be dealt with. The provisional plans for student advisement, academic standing, and curriculum approval need to be tested, modified, and incorporated in the governance structure of the College. In addition, the Education Department is responsible for suggesting academic progress standards and for convincing the liberal arts faculty of their appropriateness. This task will be carried out in 1991-92. A set of particularly knotty problems arises from the fact that the program is highly prescribed - there are no elective credits. This has implications both for the academic progress of Baruch's four-year students and for articulation agreements with community colleges. Finally, there is the struggle to keep the program dynamic. Given the prescribed nature of the program, one must ask how it will incorporate liberal arts courses developed in the future.

The successes of the first year may be directly attributed to the support of three groups - the liberal arts faculty, the education faculty, and the administration. If this support can

be maintained, the remaining problems will be solved and the program will flourish.

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BARUCH COLLEGE
CITY UNIVERSITY OF NEW YORK

SCHOOL OF EDUCATION AND EDUCATIONAL SERVICES
and
SCHOOL OF LIBERAL ARTS AND SCIENCES

Excerpts From:

A NEW CURRICULUM FOR ELEMENTARY AND EARLY CHILDHOOD TEACHERS
Effective Fall 1990

Pages 24 -32

OUTLINE OF CURRICULUM

FOUNDATIONS (79-81)

I. Communication (21)

This area is intended to give students competence in communicating, help them develop confidence in themselves, and instill an appreciation of the varied forms of communication in modern society. Written and oral communication, visual and aural expression, the examination and communication of values and ethics, and the use of modern computer technology are included in this area.

6	English Composition	Writing I and Writing II (ENG 2100 & 2150)
3	Speech	Speech Communication (1010) Intro. to Discussion & Debate (1012) Voice & Diction (1011)
3	Computer Literacy	Computer Literacy (IDC 1000) Intro. to Computer and Business Information Processing (CIS 1357) Information Research in Social Sciences and Humanities (LIB 1015)
3	Values and Ethics	Reason and Value (PHI 2001) Ethical Theories (PHI 2200)
3	Music	Fundamentals of Music (MSC 2090)
3	Art	Principles of Visual Art-2D (ART 1020) Basic Drawing (ART 1021) Principles of Visual Art-3D (ART 1030) Introduction to Crafts (2073)

II. Mathematics, Natural, Behavioral Sciences (19)

Developing competence and confidence in quantitative and scientific areas is the goal of this Foundations unit. Our students should become teachers who are able to build on the natural inquisitiveness of children.

7	Mathematics	0	Students must demonstrate knowledge of algebra by completing MTH 0030 or by passing a departmental exam. (Support services must be provided for students with fear of algebra.)
		4	Ideas in Mathematics and Their Applications (2160)
		3	Math for Elementary School Teachers (2202). [Course may be retitled Elementary Math from an Advanced Viewpoint. Outline to be updated.]
8	Natural Sciences		Choose two courses [4 cr each]:
			Survey of the Living World (BIO 1003) or Fundamentals of Living Systems (BIO 2003)
			General Chemistry I (CHM 2003) (or CHM 1000 for students with no high school chemistry who will not specialize in science)
			Concepts in Physics (PHY 1003) or General Physics I (PHY 2003) [only if followed by General Physics II (PHY 2004) in the natural sciences concentration.]
4	Psychology		General Psychology (PSY 1001)

III. Health and Physical Education (3)

2	Health Education	Health Learning in the Elementary School (HED 2920)
1	Physical Activity	

IV. United States Studies (9)

The intent of this area is to give students a grounding in the history of the United States and a knowledge of our constitutional system of government.

3 History — History of American Civilization I or II (1004 or 1005) [2000 level courses are not applicable.]

3 Political Science — American Government: Practices and Values (1101) [2000 level courses are not applicable.]

3 Black or Hispanic Studies

Choose one:
Black America - An Institutional and Cultural Survey (BLS 1019)
Black American Hist. 17th Century Until Present Time (BLS 1002)
Sociology of the Black Community (BLS 1009)
The Black Family in the United States (BLS 1016)
The Black Child & Adolescent in the United States (BLS 3010)
Social Change in the Black Community (SOC 3056)
The Contemporary Puerto Rican Family (HSP 1002)
The Puerto Rican Child in His Urban Setting (HSP 3000)

(Note: In the Foundations, each student must have one course in Black studies and one course in Hispanic studies. If a Black Studies course is chosen here a Hispanic studies course must be chosen in the World Studies area.)

V. World Studies (27-29)

This area should develop the student's knowledge and understanding of the larger world community and the United States' relationship to the world. The world view is to be considered through geography, history, social sciences, the arts, literature, and study of a foreign language.

3 The Origins of Western Civilization I (HIS 1001) or Western Civilization Since 1500 (HIS 1003) [2000 level courses are not applicable.]

3 A new course in global cultural geography, which would be housed in the Dept. of Sociology and Anthropology, is being developed.

3 Great Works of Literature I or II (ENG/LTT 2800/2850)

3 Children's Literature (ENG 2300)

3 Choose one:

African Hist. Until Dispersion, Seventeenth Century (BLS 1000)
Puerto Rican Heritage: Pre-Columbian to 1898 (HSP 1000)

Latin America: An Institutional and Cultural Survey (HSP 1003)
Dominican Heritage (HSP 2010)
Development of Civilization in Latin America (HIS 2070)
Civilization of the Caribbean (HIS 2075)

(Note: In the Foundations, each student must have one course in Black Studies and one course in Hispanic Studies. If a Black Studies course was chosen in the United States Studies area, a Hispanic Studies course must be chosen here.)

3 Choose one:

Art History Survey I or II (ART 1011 or 1012)
Music in Civilization (MSC 1003)
Principles of Music (MSC 1005)

3 Choose one**:

A Survey of Asian History (HIS 2080)
The Islamic Middle East and North Africa:622-1789 (HIS 2085)
The Modern Middle East and North Africa (HIS 2086/POL 2086)
The Third World in the Modern Era (HIS 2090)
Politics of the Third World (POL 2101)

Great Works of Literature I or II (ENG/LTT 2800/2850)
Third World Literature (ENG 2970)
Post-Colonial Literature (ENG 2976)
Literature in the original language

Native Art of the Americas (ART 3252)
African Art (Art 3270)
Far Eastern Art (Art 3260)
Islamic Art (ART 3220)

Music and Society (MSC 3033)
Jazz: From Its Origins to the Present (MSC 3024)
Music of Africa, Asia and the Pacific (MSC 3005)

6-8 Foreign Language Spanish or other languages

(Students must complete 6-8 credits in a foreign language. Students who demonstrate proficiency in a foreign language may: take advanced language or literature courses in that language; begin another foreign language; or, subject to the approval of the advisor, take courses in literature in translation.)

**If a student uses a course to fulfill a Foundations requirement, that same course cannot also be applied to the student's concentration.

LIBERAL STUDIES/EDUCATION CONCENTRATION (48-54)

There are four concentrations to choose from:

Social Studies in Elementary Education
Humanities in Elementary Education
Natural Sciences in Elementary Education
Math/Computer Science in Elementary Education

Liberal Studies Concentrations*,**

Choose one concentration:

18 A. Social Studies

3 Introduction to Sociology (SOC 1005)
Introduction to Cultural Anthropology (ANT 1001)

3 Emergence of Modern America, 1880-1945 (HIS 2050)
Europe in the 19th Century (HIS 2031)

3 Recent America, 1945 to Present (HIS 2053)
Europe in the 20th Century (HIS 2032)

(Note: If American history (2050) was chosen above, European history (2032) must be chosen here.)

3 With the guidance of an advisor, choose one course at the 2000 level or above with a focus on history or government: HIS or POL

3 Choose one:

Urban Anthropology (ANT 3028)
Women, Culture and Society (ANT 3030)
North American Indians (ANT 3041)
Social Psychology (PSY 3056)
Psychology and Urban Problems (PSY 3183)
Psych. Analysis of American Culture (PSY 4064)
Social Problems (SOC 3008)
Social Communication (SOC 3014)
Urban Sociology (SOC 3051)
Minority Groups (SOC 3053)
Sociology of the Family (SOC 3066)
Intercultural Communication (SPE 3069)

3 Interdiscipl. Capstone Methods in Social Sci.

*An appropriate Feit Seminar or Special Topics course may be included with the advisors' approval.

**If a student uses a course to fulfill a Foundations requirement, that same course cannot also be applied to the student's concentration.

18* B. Humanities

3 Choose one:

Third World Literature (ENG 2970)
Ethnic Literature (ENG 2972)
Afro-American Literature (ENG 2974)
Post-Colonial Literature (ENG 2976)

3 Choose one with the guidance of an advisor:

Literary Movements in English Lit. I (ENG 2900)
Literary Movements in English Lit. II (ENG 2920)
Literary Movements in American Lit. I (ENG 2950)
Literary Movements in American Lit. II (ENG 2960)
Writing By and About Women (ENG 3720)
Black American Literature (ENG 3830)
Black Women Writers (ENG 3835)
Contemporary Drama: The New Theatre (ENG 3780)
The American Short Story (ENG 3820)
Shakespeare (ENG 4140)
Currents in the Modern Novel (ENG 4440)
The Modern Short Story (ENG 4450)
The Modern Short Novel (ENG 4460)
An alternative may be chosen with the guidance of an advisor.

3 Choose one:

Fiction Workshop (ENG 2610)
Workshop: The Writing of Poetry (ENG 2640)
Feature Article Writing (ENG 3000)
Journalistic Criticism and Reviewing (ENG 3400)
Creative Journalism (ENG 3600)
Workshop in Children's Theatre (SPE 3010)

*Students whose foreign language level requires them to choose 4-credit courses in foreign language may exceed 18 credits.

6 Choose two**:

Music of Africa, Asia and the Pacific (MSC 3005)
Music and Society (3033)
Jazz: From its Origins to the Present (3024)

Native Art of the Americas (ART 3252)
African Art (Art 3270)
Far Eastern Art (Art 3260)
Islamic Art (ART 3220)
Basic Painting (ART 2025)
Basic Sculpture (ART 2030)
Watercolor Painting (ART 2026)

Philosophy of Art (PHI 2240)
Logic and Scientific Method (PHI 2010)
Ancient Philosophy (2120)
American Philosophy (2160)
Political Philosophy (2230)
Mind and Computers (3040)

Foreign language or lit. at intermediate level or above
The Study of Language (ENG 2700)

3 Interdiscipl. Capstone Methods of Teaching Language Arts/Writing Across the Curriculum

**If a student uses a course to fulfill a foundations requirement, that same course cannot also be applied to the student's concentration.

24 C. Natural Sciences

4 One course in the science which was not taken as a Foundations requirement.

4 CHM 2004

12 Three courses at the 2000 level or above chosen from: Biology, Chemistry*, Environmental Studies, or Physics* offerings.

*contingent upon development of appropriate new 2000 and 3000 level courses in chemistry and physics.

Note: The overall curriculum (Foundations plus Concentration) for each student should include one year of chemistry, at least one term each of biology and physics, and three further intermediate level courses (2000 and 3000) that form a coherent program.

4 Interdiscipl. Capstone Methods in Science/Science History

20 D. Math/Computer Science

4 Precalculus (2000) [Students who place into MTH 2010 need a four credit math course instead of MTH 2000]

4 Elementary Calculus (2010)

9 Algorithms, Computers and Programming I & II (3300 & 4300), Fundamental Algorithms (MTH 4320)

3 Interdisciplinary Capstone Methods in Math/Computer Science

30 Education - State certification sequence

9 Theory courses

3 Psychology of Childhood Adolescence in an Urban Context (1101) or Developmental Psychology: Personality in Childhood and Adolescence (PSY 3059)

3 Theories of Learning in Teaching (3001)
3 Problems of Contemporary Educ. in Perspective (3002)

21 Field-Related Courses

1 Field Experience in Educational Services (2001)
3 The Teaching of Reading in the Elementary School (3010)
3 The Exceptional Child (3020)

4 Classroom Teaching Skills in Elementary and Early Childhood Education (4015) is to be revised to Methods of Teaching in the Content Areas.

Each student would take three of the following 1-credit (2 hour) courses, excluding the area addressed in the capstone course in the liberal arts concentration. Methods for that area will be addressed in the interdisciplinary capstone course. In addition, the student will take a 1 hour, 1 credit general methods seminar at the beginning of the methods sequence.

General Methods Seminar

The Teaching of Mathematics/Computer
The Teaching of Science
The Teaching of Social Studies
The Teaching of the Humanities

2 Diagnostic and Corrective Techniques in the Teaching of Reading (5010)

CHOOSE ONE OF THE FOLLOWING SEQUENCES

4 1. Seminar and Student Teaching in Elementary Education I (5001)
or
Seminar and Student Teaching in Early Childhood Education I (5002)

4 2. Seminar and Student Teaching in Elementary Education II (5003)
or
Seminar and Student Teaching in Early Childhood Education II (5004)

Free Electives	(0-1)	[Students selecting the Humanities or Social Studies concentration have 0-1 elective credits; students selecting the Mathematics/Computer concentration or the Natural Sciences concentration have no elective credits.]
Total credits	128-135	(minimum of 132 credits for students selecting science concentration)
Freshman Seminar	0 credits	Required of all entering freshmen.

BARUCH COLLEGE
City University of New York

PROVISIONAL PLAN TO HANDLE APPEALS FOR STUDENTS IN THE NEW BA PROGRAM IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Effective Spring 1991

Students should meet with their faculty advisor and/or consult with the SEES Curricular Guidance Office. The SEES Curricular Guidance Office will give students any forms needed and students should return forms to that office. SEES Curricular Guidance will forward the necessary materials to the appropriate Committee on Academic Standing.

Types of Appeals

1. Curriculum waivers:

   SLAS Committee on Academic Standing: waivers involving liberal arts courses.

   SEES Committee on Academic Standing: waivers involving education courses

2. Other action:

   SLAS Committee on Academic Standing with consultation as needed with the SEES Committee on Academic Standing:

   Grade changes, retroactive W's, late W's, make-up exams, re-exams, resolution of INC, ABS, and PEN grades, extensions.
   Pass/Fail
   Exemption Exams
   Credit Overload

3. Appeals for reinstatement and total withdrawals:

   SEES Committee on Academic Standing with consultation as needed with the SLAS Committee on Academic Standing.

4. Appeals to continue when failing to meet academic progress standards:

   Standards have not yet been set.

   A proposal for academic progress standards, including how information will be communicated to students, is needed from the Department of Education for consideration by the TECC and the SEES and SLAS faculties. Once the standards are approved by the faculties, we can jointly work out the process for handling appeals.

School of Education & Educational Services | Baruch College, CUNY Effective Fall 1991 | School of Liberal Arts & Sciences

ELEMENTARY AND EARLY CHILDHOOD EDUCATION FOUNDATIONS WORKSHEET

Name _____ Phone: (H) _____ (W) _____
Address _____ S.S.# _____
_____ Zip_____ Transfer ___Y___N Entry Date _____

To ensure choices that meet individual interests and professional needs, student course selection should be made with the assistance of a faculty advisor. Any course used to fulfill a Foundations requirement cannot also be applied to the concentration.

I. COMMUNICATION (21 cr.)

	Credits	Course/Grade
ENG 2100	3	_____
ENG 2150	3	_____
MSC 2090	3	_____
Choose one:	3	_____
SPE 1010		
1011		
1012		
Choose one:	3	_____
CIS 1357		
IDC 1000		
LIB 1015		
Choose one:	3	_____
PHI 2001		
2200		
Choose one:	3	_____
ART 1020		
1021		
1030		
2073		

Needs: _____
_____

II. MATH & NATURAL & BEHAVIORAL SCIENCES (19 cr.)

	Credits	Course/Grade
MTH 0030 or Proficiency Exam	0	_____
MTH 2160	4	_____
MTH 2202	3	_____
PSY 1001	4	_____
Choose two:	8	_____
BIO 1003 or 2003		

CHM 2003 or 1000*		

PHY 1003 or 2003**		

Needs: _____

III. HEALTH/PHYSICAL EDUCATION (3 cr.)

	Credits	Course/Grade
HED 2920	2	_____
PED ____	1	_____

Needs: _____
_____

IV. UNITED STATES STUDIES (9 cr.)

	Credits	Course/Grade
POL 1101	3	_____
Choose one:	3	_____
HIS 1004		
1005		
Choose one:***	3	_____
BLS 1002		
1009		
1019		
3010		
3011 (1016)		
HSP 3000		
3011 (1002)		
SOC 3056		

Needs: _____
_____
_____

* For students with no high school chemistry who will not concentrate in natural sciences.
**Only if followed by PHY 2004 in the natural sciences concentration.
***In the Foundations, each student must have one course in Black Studies and one course in Hispanic Studies. If a Black Studies course is chosen in the U.S. Studies area, a Hispanic Studies course must be chosen in the World Studies area or vice versa.

NOTE: NO MORE THAN 32 NON-LIBERAL ARTS CREDITS PERMITTED TOWARD THE B.A. DEGREE.

V. WORLD STUDIES (27-29 cr.)

	Credits	Course/Grade
ENG 2300	3	_____
GEOG 3009	3	_____
Choose one:	3	_____
ENG/LTT 2800		
2850		
Choose one:	3	_____
ART 1011		
1012		
MSC 1003		
1005		
Choose one:	3	_____
HIS 1001		
1003		
Choose one:***	3	_____
BLS 1000		
HIS 2070		
2075		
HSP 1000		
1003		
3009 (2010)		
Choose one:	3	_____
ART 3220		
3252		
3260		
3270		
ENG/LTT 2800		
2850		
ENG 2970		
2976		
Literature in the original language		
HIS 2080		
2085		
2090		
HIS/POL 2086		
MSC 3005		
3024		
3033		
POL 2101		

Needs: _____

_____

Choice of:**** 6-8

Spanish or other language

_____ ___ _____

_____ ___ _____

Because the primary language of the majority of non-Eglish speaking students in the NYC publics schools is Spanish, Spanish is the required language unless:

(a) The student has a mastery of Spanish and wishes to study another modern language offered at Baruch; or
(b) The student is a native speaker of a modern language offered at Baruch, and the student's preparation to teach in the NYC school system would benefit from further study at that language; or
(c) The student completed two or more years of high school study of a modern foreign language offered at Baruch, places at an intermediate level or higher, and wants to continue study of the language. Students consult with faculty advisors.

VI. EDUCATION SEQUENCE (30 cr.) & LIBERAL STUDIES CONCENTRATION (18-24 cr.)

(File a major card. Minimum of 60% of education sequence/liberal studies concentration must be done at Baruch. An appropriate GPA must be maintained.)

	Credits	Course/Grade
Choose one:	3	_____
EDU 1101		
PSY 3059		
EDU 2001	1	_____
EDU 3001	3	_____
EDU 3002	3	_____
EDU 3010	3	_____
EDU 3020	3	_____
EDU 4___	4	_____
EDU 5010	2	_____
Choose one:	4	_____
EDU 5001		
5002		
Choose one:	4	_____
EDU 5003		
5004		

Liberal Studies Concentration:

____ Humanities (18 cr.)
____ Math/Computer Science (20 cr.)
____ Natural Sciences (24 cr.)
____ Social Studies (18 cr.)

Comments: _____

_____

_____

_____

_____

_____

Advisor: _____

Date: _____

School of Education & Educational Services | Baruch College, CUNY Effective Fall 1991 | School of Liberal Arts & Sciences

ELEMENTARY AND EARLY CHILDHOOD EDUCATION
LIBERAL STUDIES IN HUMANITIES CONCENTRATION WORKSHEET - 18 CREDITS*,**

Name _____ Phone: (H) _____ (W) _____
Address _____ S.S.# _____
_____Zip_____ Transfer ___Y___N Entry Date _____

To ensure choices that meet individual interests and professional needs, student course selections should be made with the assistance of a faculty advisor. Any course used to fulfill a Foundations requirement cannot also be applied to the concentration.

Credit		Course/Grade
3	Choose one:	_____
	___ ENG 2970 Third World Literature	
	___ ENG 2972 Ethnic Literature	
	___ ENG 2974 Afro-American Literature	
	___ ENG 2976 Post-Colonial Literature	
3	Choose one:	_____
	___ ENG 2900 Literary Movements in English Literature I	
	___ ENG 2920 Literary Movements in English Literature II	
	___ ENG 2950 Literary Movements in American Literature I	
	___ ENG 2960 Literary Movements in American Literature II	
	___ ENG 3720 Writing By and About Women	
	___ ENG 3830 Black American Literature	
	___ ENG 3835 Black Women Writers	
	___ ENG 3780 Contemporary Drama: The New Theater	
	___ ENG 3820 The American Short Story	
	___ ENG 4140 Shakespeare	
	___ ENG 4440 Currents in the Modern Novel	
	___ ENG 4450 The Modern Short Story	
	___ ENG 4460 The Modern Short Novel	
	___ Alternative course: _____	
3	Choose one:	_____
	___ ENG 2610 Fiction Workshop	
	___ ENG 2640 Workshop: The Writing of Poetry	
	___ ENG 3000 Feature Article Writing	
	___ ENG 3400 Journalistic Criticism and Reviewing	
	___ ENG 3600 Creative Journalism	
	___ SPE 3010 Workshop in Children's Theater	

CONTINUED IN REVERSE SIDE.

LIBERAL STUDIES CONCENTRATION WORKSHEET
HUMANITIES - 18 CREDITS*,**

Credits		Course/Grade
6	Choose two:	
	___ ART 3252 Native Art of the Americas	_____
	___ ART 3270 African Art	_____
	___ ART 3260 Far Eastern Art	
	___ ART 3220 Islamic Art	
	___ ART 2025 Basic Painting	
	___ ART 2026 Watercolor Painting	
	___ ART 2030 Basic Sculpture	
	___ ENG 2700 The Study of Language	
	___ MSC 3005 Music of Africa, Asia and the Pacific	
	___ MSC 3033 Music and Society	
	___ MSC 3024 Jazz: From its Origins to the Present	
	___ PHI 2240 Philosophy of Art	
	___ PHI 2010 Logic and Scientific Method	
	___ PHI 2120 Ancient Philosophy	
	___ PHI 2160 American Philosophy	
	___ PHI 2230 Political Philosophy	
	___ PHI 3040 Mind and Computers	
	___ Foreign Language or Literature at the intermediate level or above. Course: _____	
3	Interdisciplinary Capstone Methods of Teaching Language Arts/Writing Across the curriculum	_____

*An appropriate Feit Seminar or Special Topics course may be included with the adviser's approval.

**Students whose foreign language level requires them to choose 4-credit courses in foreign language may exceed 18 credits.

APPROVED SUBSTITUTIONS: _____

_____

_____

NEEDS: _____

_____

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ELEMENTARY AND EARLY CHILDHOOD EDUCATION
LIBERAL STUDIES IN MATHEMATICS CONCENTRATION WORKSHEET - 20 CREDITS*

Name _____ Phone: (H) _____ (W) _____
Address _____ S.S.# _____
_____ Zip_____ Transfer ___Y___N Entry Date _____

To ensure choices that meet individual interests and professional needs, student course selections should be made with the assistance of a faculty advisor. Any course used to fill a Foundations requirement cannot also be applied to the concentration.

Credits		Course/Grade
4	MTH 2000 Precalculus (NOTE: Students who place into MTH 2010 need a 4-credit math course instead of MTH 2000.)	_____
4	MTH 2010 Elementary Calculus	_____
3	MTH 3300 Algorithms, Computers and Programming I	_____
3	MTH 4300 Algorithms, Computers and Programming II	_____
3	MTH 4320 Fundamental Algorithms	_____
3	Interdisciplinary Capstone Methods in Math/Computer Science	_____

*An appropriate Feit Seminar or Special Topics course may be included with the adviser's approval.

APPROVED SUBSTITUTIONS: _____
_____
_____

NEEDS: _____
_____
_____
_____
_____

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ELEMENTARY AND EARLY CHILDHOOD EDUCATION
LIBERAL STUDIES IN NATURAL SCIENCES CONCENTRATION WORKSHEET - 24 CREDITS*

Name _____ Phone: (H) _____ (W) _____
Address _____ S.S.# _____
_____Zip_____ Transfer ___Y___N Entry Date _____

To ensure choices that meet individual interests and professional needs, student course selections should be made with the assistance of a faculty advisor. Any course used to fill a Foundations requirement cannot also be applied to the concentration.

NOTE: The overall curriculum (Foundation plus Concentration) for each student should include one year of chemistry, at least one term each of biology and physics, and three further intermediate level courses (2000 and 3000 level) that form a coherent program.

Credits		Course/Grade
4	One course in the science which has not taken as a Foundations requirement (BIO 1003 or 2003 or; CHM 2003 or 1000 or; PHY 1003 or 2003). Course: _____	_____
4	CHM 2004 General Physics II	_____
12	Three courses at the 2000 level or above chosen from: Biology, Chemistry***, Environmental Studies, or Physics***. Course: _____	_____
	_____	_____
	_____	_____
4	Interdisciplinary Capstone Methods in Science/ Science History	_____

*An appropriate Feit Seminar or Special Topics course may be included with the adviser's approval.

**Currently, appropriate courses are offered only in Biology and Environmental Studies.

APPROVED SUBSTITUTIONS: _____
_____

NEEDS: _____
_____
_____

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ELEMENTARY AND EARLY CHILDHOOD EDUCATION
LIBERAL STUDIES IN SOCIAL STUDIES CONCENTRATION WORKSHEET - 18 CREDITS*

Name _____ Phone: (H) _____ (W) _____
Address _____ S.S.# _____
_____Zip_____ Transfer ___Y___N Entry Date _____

To ensure choices that meet individual interests and professional needs, student course selections should be made with the assistance of a faculty advisor. Any course used to fill a Foundations requirement cannot also be applied to the concentration.

Credits		Course/Grade
3	Choose one:	_____
	___ SOC 1005 Introduction to Sociology	
	___ ANT 1001 Introduction to Cultural Anthropology	
6	Choose one pair:	_____
	___ HIS 2031 Europe in the 19th Century	_____
	___ HIS 2053 Recent America, 1945 to Present	
	___ HIS 2032 Europe in the 20th Century	_____
	___ HIS 2050 Emergence of Modern America	_____
3	Choose one course at the 2000 level or above with a focus on history or government: HIS or POL. Course: _____	
3	Choose one:	_____
	___ ANT 3028 Urban Anthropology	
	___ ANT 3030 Women, Culture and Society	
	___ ANT 3041 North American Indians	
	___ PSY 3056 Social Psychology	
	___ PSY 3183 Psychology and Urban Problems	
	___ PSY 4064 Psychological Analysis of American Culture	
	___ SOC 3008 Social Problems	
	___ SOC 3014 Social Communication	
	___ SOC 3051 Urban Sociology	
	___ SOC 3053 Minority Groups	
	___ SOC 3066 Sociology of the Family	
	___ SPE 3069 Intercultural Communication	
3	Interdisciplinary Capstone Methods In Social Sciences	_____

* An appropriate Feit Seminar or Special Topics course may be included with the adviser's approval.

APPROVED SUBSTITUTIONS: _____
NEEDS: _____
_____

Humanities Capstone Course
Statement of Purpose

This capstone course is designed to provide early and elementary childhood methods instruction within the context of an advanced interdisciplinary humanities curriculum. Implicit in every aspect of the course is a recognition of the multicultural nature of the New York City school system and, indeed, of the state, the country, and the world. We hope that the instructional approach that shaped this syllabus will not only produce more knowledgable and capable teachers, but will foster an appreciation of different cultures and their values.

In the three interrelated units of the course, students first investigate the aesthetic and theoretical relationships between the arts. Then they experience a multicultural, humanistic approach to teaching language arts by studying a model theme, such as "Women in Contemporary Art and Literature," through college-level texts and works of art, music and/or dance. Finally, they apply the approach developed in the preceding units to the elementary school level through a series of thematic units utilizing grade-appropriate texts and related works of art, music and/or dance.

Evaluative criteria: In each portion of the syllabus students will be responsible for a written assignment which requires them to incorporate the analytical skills and interdisciplinary approach that is central to the course. In addition, each student will present (orally and in writing) a teaching unit of his/her own creation, demonstrating the multicultural, humanistic approach to the instruction of language arts.

Note: Whenever the syllabus refers to "Primary Texts" or "Secondary Texts" it is understood that such a list represents only one possible set of texts from which instructors can select their materials. Instructors are equally free to create their own combinations of related art forms. The themes included in unit III are also only suggestions. However, whatever materials and themes are selected, the underlying purpose should remain the same: to provide an advanced course in the humanities and to enable students to teach language arts within a multicultural, humanistic and interdisciplinary framework.

Baruch College
City University of New York
School of Education and Educational Services
School of Liberal Arts and Scineces

Humanities Capstone Course

I. Relations Between the Arts (Literature, Painting, Music): to understand the similarities and differences among the arts in terms of form and function by comparing and contrasting several pairs of works; to provide a context for appreciat ing and analyzing crucial humanistic and aesthetic concerns.

Primary Texts (See Note in Statement of Purpose)

Pieter Brueghel's "Landscape with the Fall of Icarus" and W.H. Auden's "Musee des Beaux Arts" as well as William Carlos Williams's "Landscape with the Fall of Icarus."
Pieter Brueghel's "The Return of the Hunters" and William Carlos Williams's "The Hunters in the Snow."
Bernini's "St. Theresa of Avila" and the poetry of Richard Crashaw
James Joyce, the "Sirens" chapter in Ulysses
James Baldwin, "Sonny's Blues" in relation to
T. S. Eliot, "Preludes" music
Piet Mondrian's "Broadway Boogie Woogie" and Langston Hughes's "Boogie Woogie" cycle of poems
Vincent Van Gogh's "The Starry Night" and Anne Sexton's poem "The Starry Night"
Richard Estes, "Escalator, Bus Terminal" and Alain Robbe-Grillet's "Escalator" (from Snapshots)

Secondary Texts (See Note in Statement of Purpose)

Plato, Republic, 1 and 9
Aristotle, Poetics (excerpts)
Horace, Ars poetica (excerpts)
Lessing, Gotthold, Laocoon: an essay on the limits of painting and poetry. Johns Hopkins Press, 1962.
Brown, C.S. (1970). Relations between music and literature as a field of study. Comparative Literature, 22, 97-107.
Scher, Steven Paul. (1982) Literature and music. Barricelli, Jean-Pierre and Joseph Gibaldi (eds). Interrelations of literature. New York: MLA.
Steiner, Wendy. (1982) The colors of rhetoric: problems in the relation between modern literature and painting. Chicago: U of Chicago Press.

Writing in the Humanities: At the conclusion of this unit students will write an analysis of two works of art in dif ferent media that are thematically related. They will utilize the humanistic approaches discussed and developed in

class. Preparation for the assignment will include preliminary group discussions of the works; drafts of the essays will be critiqued by the same peer groups.

II. Model Theme: Literature and Art: A Multicultural Approach to Images of Women in Contemporary Fiction and Art

Primary Texts (See Note in Statement of Purpose)

Literature:

Cisneros, Sandra (1989). The house on mango street. New York: Random House.

Kadohata, Cynthia. (1989). The floating world. New York: Random House.

Kincaid, Jamaica. (1983). Annie John. New York: Farrar, Straus & Giroux, Inc.

Kingston, Maxine Hong. (1976). The woman warrior. New York: Alfred A. Knopf.

Oates, Joyce Carol. (1991). I lock my door upon myself. New York: E. P. Dutton.

Art: Analysis of images of women: the nude; the madonna; the seductress; the muse; the mother (controlling and/or nurturing).

Clark, Kenneth. (1956). The nude: A study in ideal form. Princeton: Princeton University Press.

Guitton, Jean. (1963). The madonna. New York: Tudor.

Lauter, Estella. (1984). Women as mythmakers: Poetry and visual art by twentieth-century women. Bloomington: Indiana University Press.

Lawrence, Mary. (1975). Mother and child. New York: Crowell.

Petersen, Karen, and J.J. Wilson. Women artists: third world. Slide Program. Harper.

Rubenstein, Charlotte. (1982). American women artists from early indian times to the present. Boston: Avon.

Suleiman, Susan (1985) (Ed.). The female body in western culture: Contemporary perspectives. Cambridge: Harvard University Press.

Class discussions will focus on the following critical concerns and how to teach them: the question of audience; the questions of place and its relation to character; the question of character and conflict --the individual/the artist vs. society; the question of language -- developing an artist's voice and vision; the woman as artist; the questions of tone and structure. All these questions will be

directed to the specific literary and artistic texts assigned, but with a view to developing expertise in the teaching of language arts as well as an awareness of the different cultural traditions out of which each work emerges. Writing in the Humanities: At the conclusion of this unit students will write an essay analyzing the image of women in a short literary text, painting or sculpture. This analysis will incorporate aesthetic approaches learned in the course of the unit as well as the knowledge gained about the way women are perceived and perceive themselves. Again, the assignment will involve an awareness of different cultural attitudes toward women and how those attitudes are expressed or contradicted by a work of art.

III. Application of a Humanistic and Multicultural Approach to Elementary Language Arts Instruction

A. Evaluating Ethnic Portrayal in Literature
   1. recognition of stereotypes through a survey of children's literature
   2. discussion of subliminal messages in children's literature

Secondary Texts (see Note in Statement of Purpose)

Henderson, P.A. (1990). Black and white protagonists in contemporary fiction: findings and recommendations for interventions on race relations. Journal of Multicultural Counseling and Development, 18, 180-91.

Norton, D.E. (1990). Teaching multicultural literature in the reading curriculum. The Reading Teacher, 44, 28-41.

Pugh, S. and J. Garcia. (1990). Portraits in black: establishing African-American identity through non-fiction books. Journal of Reading, 34, 20-25.

III. Application of a Humanistic and Multicultural Approach to Elementary Language Arts Instruction

B. 1. Theme: FAMILY RELATIONSHIPS
2. Objectives: By the end of the semester, the student will:
a) be familiar with children's literature depicting FAMILY RELATIONSHIPS
b) be familiar with art depicting FAMILY RELATIONSHIPS
c) be familiar with music depicting FAMILY RELATIONSHIPS
d) develop a unit relating the humanities to FAMILY RELATIONSHIPS

Literature (See note in Statement of Purpose):

Adebiyi, B. (1981). Sparing the rod. Ibadan, Nigeria: Macmillan.
Ackerman, K. (1988). Song and dance man. NY: Knopf. (K-2).
Adoff, A. (1973). Black is brown is tan. NY: Harper (K-3).
Anderson, M. (1980). Journey of the shadow bairnes. NY: Knopf (4-6).
Angell, J. (1984). A home is to share... and share...and share. Bradbury Press. (4-6).
Bang, M. (1983). Ten, nine, eight. Greenwillow, (2-4 years).
Bradman, T. (1987). Wait and see. New York: Oxford (K-1).
Behrens, J. (1978). Fiesta. (1-3).
Cairns, J. (1988). I need a lunchbox. New York: Harper (K-2).
Cameron, A. (1981). The stories julian tells. NY: Pantheon (2-3).
Clifton, L. (1983). Everett anderson's grandfather. NY: Holt (K-3).
Cohen, M. (1984). Born to dance samba. NY: Harper (4-6).
de Paola, T. (1984). Watch out for the chicken feet in your soup.
Goble, P. (1989). Beyond the ridge. New York: Bradbury (3-6).
Greenfield, E. (1988). Grandpa's face. New York: Philomel (K-3).
Hall, L. (1981). Danza. NY: Scribner (5-7).
Houston, J. (1981). Long claw: An arctic adventure. NY: Atheneum (4-6).
Lewin, H. (1983). Jafta and the wedding. Carolrhodes (K-2).
_____. (1984). Jafta, the town. Carolrhodes (K-2).
McHugh, B. (1983). Karen's sister. Greenwillow Press. (ages 9-11).
_____. (1984). Karen and vicki. Greenwillow Press.
_____. (1983). Raising a mother isn't easy. Greenwillow Press.
Pomerans, C. (1989). The chalk doll. New York: Lippincott ((K-4).
Tar, M. (1981). Families. Atlantic, Little, Brown (2-3).

Art (See note in Statement of Purpose):

Escobar: ""The Family" (Attachment F-A)
Jordaens: "Family Group in a Garden" (Attachment F-B)
Phillips: "Our Washerwoman's Family" (Attachment F-C)
Picasso: "Family of Acrobats with Ape" (Attachment F-D)
"Family of Acrobats" (Attachment F-E)
Rosse: "On the Lookout" (Attachment F-F)
Silva: "Family Dinner" (Attachment F-G)

Music (See note in Statement of Purpose):

"Nnoonya Mwana Wango" in Serwadda, W. Moses. Songs and stories from Africa. NY: Crowell (parent chasing child)
"Ca! Ca! Ca!" in Serwadda, W. Moses. (parent caring for child)
"Pull the saw" in Lu,. H. W. (1939). NY: Suttonhouse (wedding in China)
"The stepchild and the fruit trees" in Robinson, A. Singing tales from africa. NY: Scribner (Ijomah, a stepchild, not liked saves the family by singing and making fruit grow)
"Ayele and the flowers" (above) (child who disobeys parents)
"Gentle Mother" in White, F. (1940). Children's songs from japan. NY: Marks Music Corp. (as the title suggests)
"Sleep little daughter" in Bierhorst, J. (1974). Songs of Chippewa. NY: Farrar Straus & Giroux
"When a baby comes," "I'd like to be like mom/dad," "I'm taking care of you" in Rogers, F. (1970). Mr. Rogers'Songbook. NY: Random House

Culminating Project:

Prospective teachers will develop lessons on family relationships in order to teach their students that a theme can be represented through the various art forms. For example, through the use of word processing programs and/or other technologies, original plays (with accompanying music and art) about family relationships will be developed by prospective teachers as one method of integrating language arts instruction with the humanities.

III. Application of a Humanistic and Multicultural Approach to Elementary Language Arts Instruction

C. 1. Theme: THE HERO
2. Objectives: By the end of the semester, the student will:
a) be familiar with children's literature depicting THE HERO
b) be familiar with art depicting THE HERO
c) be familiar with music depicting THE HERO
d) develop a unit relating the humanities to THE HERO

Literature (See note in Statement of Purpose)::

Aardema, V. (1985). Bimwili and the zimwi: A tale from zanzibar. Dial Press. (K-3).
(Bimwili escapes from ogre.)
_____. (1989). Rabbit makes a monkey of lion. Dial Press (K-1).
_____. (1979). The riddle of the drum: A tale from tizapan, mexico. Four Winds (K-3)
Baker, O. (1981). Where the buffaloes begin. Warner, (3-4).
Blake, Q. (1973). Snuff. Harper (K-2).
(Page can't become a knight, but foils robbers.)
Dewey, A. (ed.). (1983). Pecos bill. Greenwillow, (ages 2-3).
Domansha, J. (1979). King krakus and the dragon. Greenwillow. (K-3).
Haller, D. R. (1982). Not just any ring. NY: Knopf (2-4)
(Nellie saves grandfather.)
Hunter, M. (1983). The knight of the golden plain. Harper (3-5).
Keats, E. J. (1987). Maggie and the pirates. (1-3).
(Maggie rescues her pet cricket.)
Kellogg, S. (1984). Paul Bunyan. Morrow (K-3).
Kroll, S. Looking for Daniela Holiday. (PS-3).
(Street performer rescues merchant's daughter)
Lindgren, A. (1984). The runaway sleigh ride. Viking (1-3).
Olson, A. (1987). The lighthousekeeper's daughter. NY: Little (K-3).
Prelutsky, J. (1984). What I did last summer. Greenwillow (3-6).
(Hero tells his tale in poetry)
Pryor, B. (1988). Mr. Munday and the rustlers. Prentice-Hall (2-4).
(Saves cow by spraying her.)
Purdy, C. (1985). Iva dunnit and the big wind. Dial (PS-3).
Sikuade, Y. (1977). Ehanna and friends. Ibadan, Nigeria: Macmil lan (5-6).

Sleator, W. (1970). The angry moon. Little
(Alaskan Indian legend of rescue of boy from moon because he laughed at the moon's face.)
Wallace, I. (1988). Morgan the magnificent. NY: Macmillan
Wolkstein, D. (1983). The magic wings: A tale from china. Dutton (2-4).
_____. (1979). White wave: A chinese tale. Crowell (3-6).

Art (See note in Statement of Purpose):

Iaponi:	"St. George Exorcizing a Demon" (Attachment H-A)
Jonson:	"Santo" (Attachment H-B)
Lopez y Portana:	"Portrait of General Zayar Y Chacon" (Attachment H-C)
Martorell:	"Saint George Killing the Dragon" (Attachment H-D)
Morris:	"Portrait of Alain Leroy Locke" (Attachment H-E)
Orozco:	"Barricade" (Attachment H-F)
Rivera:	"Agrarian Leader Zapata" (Attachment H-G)
Savage:	"Lift Every Voice and Sing" (Attachment H-H)

Music (See note in Statement of Purpose):

Haywood, C. (ed.) (1966). Folk songs of the world. NY: John Day
"La guerre declaree: War is declared!"
(song about an ewe who, through her cunning, saves her young from being devoured)
Langstaff, J. (1973). St. George and the dragon. NY: Atheneum
(A production of a play with lyrics included)
Robinson, A. (1974). Singing tales of africa. NY: Scribner
"Ojumni the giant"
(Boy fools giant, steals money, saves family)
Yurchenco. H. (1967). "Mambra se fue al guerra." in A fiesta of folk songs. NY: Putnam.

Culminating Project:

Prospective teachers will develop lessons on the hero/heroine in order to teach their students that a theme can be represented through the various art forms. For example, through the use of word processing programs and/or other technologies, original plays (with accompanying music and art) about family relationships will be developed by prospective teachers as one method of integrating language arts instruction with the humanities.

REQUIRED TEXTS

Norton, D. E. (1991). Through the eyes of a child. Columbus, OH: Merrill Publishing Co.

In addition, students will acquire selected texts and materials for use in units I-III

PROFESSIONAL BIBLIOGRAPHY

. Suggested Word Processing Programs:

1. "Children's Writing and Publishing Center"
(Publisher: Learning Company)
Has the capacity to produce picttures. Is appropriate for grades K-6. Is especailly appropriate for lower not only because it utilizes primer print, but best, can also be used with Apple and IBM

2. "Magic Slate"
(Publisher:
Used with the Apple and has primary print font.

3. "Bank Street Writer"
(Publisher: Bank Street College)
New version is used on the MacIntosh. It can also be used with the IBM and the APPLE. Has a primary print font.
New version is used on the MacIntosh, can be used with Apple, IBM

B. Selected Articles and Books

Au, K., & Scheu, J. A. (1989). Guiding students to interpret a novel. The Reading Teacher, 43, 104-111.
Balogun, F. O. (1990). Nigerian folktales and children's stories by Chinuaachebe. Journal of Black Studies, 20, 426-442.
Bidwell, S. M. (1990). Using drama to increase motivation, comprehension, and fluency. Journal of Reading, 34, 38-41.
Bromley, K. D'Angelo. (1989). Buddy journals make the reading-writing connection. The Reading Teacher, 43, 122-129.
Chase, A. C. & Duffelmeyer, F. A. (1990). VOCAB-LIT: Integrating vocabulary study and literature study. Journal of Reading, 34, 188-193.
Chomsky, C. (1971). Write first, read later. Childhood Education, 47, 296-299.
Christie, J. F. (1990). Dramatic play: A context for meaningful engagements. The Reading Teacher, 43, 542-47.

Frew, A. W. (1990). Four steps toward literature based reading. Journal of Reading, 34, 98-103.

Fuhler, C. J. (1990). Let's move toward literature-based reading instruction. The Reading Teacher, 43, 312-315.

Glazer, J. I. & Lamme. L. L. (1990). Poem picture books and their uses in the classroom. The Reading Teacher, 44, 102-109.

Henderson, P. A. (1990). Black and white protagonists in contem porary fiction: Findings and recommendations for interven tions on race relations. Journal of Multicultural Counseling and Development, 18, 180-191.

Hiebert. E. H. & Colt, J. (1989). Patterns of literature-based reading instruction. The Reading Teacher, 43, 14-21.

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